



Subject: English Year 7

Summer Half Term Two, *A Midsummer Night's Dream*

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>As their first taste of a Shakespeare text at Key Stage 3, students enter the magical world of <i>A Midsummer Night's Dream</i> to conclude their year of all things magical and mystical. Offering a basic introduction to the style and language of Shakespeare's plays, study of <i>A Midsummer Night's Dream</i> is all about reading Shakespeare for the sheer pleasure of its wonder, magic and colour. Who's who? What's it all about and why are magic, mistaken identity and mischief such an important feature of Shakespeare's comedies?</p> <p>We go beyond the requirements of the Key Stage 3 English curriculum to offer the reading of two full Shakespeare plays, in addition to Year 9's broader Shakespeare unit. This ties in with the aim of enjoying writings from the past and making connections about how they have shaped our present. The unit also provides an opportunity to 'love and remember' powerful words of poetry for life as we recite a section of verse from the play.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> Who was William Shakespeare? What is a Shakespearean comedy? How do we read Shakespeare? What is a subplot? What is the plot and subplot of the play? 	<ul style="list-style-type: none"> Why do Shakespeare comedies have confused identity and plots linked to complicated love interests? How did some traditional beliefs and fairytales influence the characters and action of the play? How does Shakespeare base the plot on mischief, appearance and reality? Why do we have to read it aloud to appreciate it? 	<ul style="list-style-type: none"> How can we interpret and speak the lines aloud? What happens when we speak the lines differently? What are some of the moral questions that are raised by the fantasy world and action of the play? Why are we reading and enjoying this centuries after it was written?
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	

	<ul style="list-style-type: none">• Oracy skills• Reading, accessing and appreciating Shakespeare, including understanding and application of low- frequency and archaic language• Responding to the complex plot points and making predictions	<ul style="list-style-type: none">• Through different readers and both supported and independent reading and through experiencing a range of visual and audio examples.• Explicit teaching of language, including dialogic teaching, retrieval and quizzing of language and speaking and using new words out loud.• Extended writing and discussion activities
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